

## OVERVIEW OF EDUCATION STRATEGY

### 1. NATIONAL STANDARDS OF ACADEMIC EXCELLENCE

#### Short term objectives:

1. 40+ states signed up to administer 4th and 8th grade tests in 1999.
  - o 20+ states signed up by end of 1997
2. Tests are piloted in 1998, and available for nationwide use in Spring 1999
  - o Contract for test development awarded and work proceeding on schedule
  - o Licenses awarded to test publishers, states and local districts for use of test
3. National Partnerships/Mobilization efforts for improving reading and math achievement in place, by the end of 1997. These efforts, including America Reads, are designed to help students reach standards for 4th grade reading and 8th grade math by promoting use of effective practices, improving curriculum and teaching, and providing additional, after-school help to students who need it.
  - o X states have comparable efforts in place by end of 1997

#### Key Strategies:

- ▶ **Enlist critical mass of states and cities behind standards/testing initiative**  
Initial target states for standards/testing: Maryland, Michigan, Colorado, North Carolina, Delaware, California, Ohio  
  
Initial target cities: Boston, Philadelphia, Chicago, Seattle, Houston, Washington D.C.
- ▶ **Gain endorsements from key constituency groups to promote national efforts and to promote state and local participation:**  
  
Target Constituency Groups: AFT, NEA, PTA, School Principals and School Administrators, National School Boards Association, Chief State School Officers, Urban League, Business Coalition for Education Reform (e.g., BRT, NAB, Chamber of Commerce, NAM)
- ▶ **Generate Favorable Editorial Coverage (with a focus on standards/testing initiative)**  
Encourage favorable op-eds from bipartisan opinion leaders (e.g., Ravitch, Price)  
  
Encourage Secretary Riley and appropriate senior WH and ED staff to meet with editorial boards while traveling over the next few months.
- ▶ **Use Announcements of Grant Awards, Reports and Studies to highlight Priority**

## **Issues**

Announce results of existing NAEP and TIMSS tests. Launch test development with teachers advisory committee.

## **Events/Activities for standards and tests**

### February:

- Maryland sign-on event

### March:

- Michigan sign-on event
- POTUS meeting with standards experts to discuss future directions for our effort; enlist as many experts as possible to become advocates for our efforts.
- Presidential Directive to OSTP, ED and NSF and other agencies, to ensure that executive branch resources to support math and science education are focused nationally on preparing students to meet 8th grade math standards, and to coordinate national mobilization of scientific, mathematical and technical communities in support of preparing students to meet 8th grade math standards
- Possible Department of Defense Dependent Schools sign-on to participate in NAEP/TIMSS and to begin preparing students to meet those standards
- Meet with Council of Chief State School Officers to discuss testing proposal
- ED appoint and POTUS meet with testing advisory board of teachers and others

### April:

- Education Roundtable on standards (use TIMSS video to highlight good teaching to standards)
- Kick-off event with Education Excellence Partnership (BRT, NAB, AFT, NGA, ED) and Major League Baseball to new PSA's urging higher standards

### Timing to be determined:

- Bipartisan meeting with key members of Congress

## **2. TALENTED TEACHERS IN EVERY CLASSROOM**

### **Short term objectives:**

1. Secure appropriations for National Board for Professional Teaching Standards, and increase number of board-certified teachers from 400 to xxxx by 199x.
2. Increase the number of states and/or school districts:
  - o requiring teachers to pass performance-based tests, reflecting knowledge and skills required to teach to high standards, in order to be licensed. [states]
  - o rewarding excellence in teaching, especially by rewarding teachers for receiving board-certification [states and districts]
  - o with programs to facilitate removal of incompetent teachers from the classroom [districts]
3. Introduce and enact legislation (as part of reauthorization of the Higher Education Act) to strengthen teacher preparation, recruitment and induction

### **Key Strategies:**

- o **Identify promising practices for promoting excellence and accountability in teaching, and provide directory of federal resources available to support these practices**  
  
Products to be released in response to Presidential Directive
- o **Highlight states and districts with effective approaches to recruitment, preparation, licensure, induction, evaluation and rewarding of classroom teachers.**
  - o Secretary's Conference on Teacher Recruitment and Preparation
  - o Continue National Awards Program for Model Professional Development
- o **Work with key groups, including NEA, AFT, NSBA and NASBE, CCSSO, AASA, colleges of education and institutions of higher education, NCATE, NPBTS, etc. to build support for effective state and local practices, and for Administration legislative proposals**
  - o Create Partnership for Excellence and Accountability in Teaching
- o **Focus ED research, development and dissemination resources on practices and policies to promote excellence and accountability in teaching**

**Events/Activities:****April:**

- WH event for national teacher of the year, also highlighting newly board-certified teachers and ED response to directive on excellence and accountability

**Times to be determined:**

- Visit to local union/school board program (e.g., NYC, Columbus) that removes incompetent teachers, or to other local union event: recognize existing efforts and challenge every union and local school board to do the same. Couple with guide/resource book from ED.
- Speak at summer AFT or NEA conference: focus on Board certification and on firing incompetent teachers

### **3. AMERICA READS CHALLENGE**

#### **Short term objectives:**

1. Introduce and enact America Reads Legislation
2. Secure commitments from higher education and other sectors for xxxxx reading tutors by 199y
3. Launch America Reads grassroots community partnerships in xx states [tie to state sign-on to national testing]
4. Identify and promote proven, effective approaches to early reading instruction, and encourage their use in Title 1
5. Disseminate good, clear examples of "reading to national standards" widely to parents, teachers and public.
6. [Objectives for early childhood and for parents identified in next section on early learning]

#### **Key Strategies:**

- o **Build on existing Read\*Write\*Now effort, with special emphasis on increasing number of students in summer reading program**
- o **State and local sign-on to America Reads, where possible tied to sign-on to national 4th grade reading test**

#### **Events/Activities:**

##### March:

- Kick-off event for transmittal of America Reads Legislation
- Announce formation of America Reads Network, a coalition of 60 national organization ED has been working with to promote reading improvement.
- Announce new America Reads products: (1) Early Childhood Kit for parents and care givers to encourage early language development from birth through 5 years old; (2) America Reads Challenge: Read\*Write\*Now!, a kit of learning activities for parents to use with kids from birth through sixth grade.

April/May:

- Kick-off event for America Reads Summer Reading Challenge, to get 1.5 million children to read 30 minutes per day over the summer.

#### **4. EARLY LEARNING**

##### **Short term objectives:**

1. Promote awareness -- among parents, child care providers and the public at large -- of the importance of early brain development and of parenting behaviors to promote healthy brain development
2. Secure increased appropriations for Head Start and WIC
3. Introduce and enact Parents as First Teachers component of America Reads Challenge, and coordinate its implementation with related efforts, including Head Start, Goals 2000 Parent Resource Centers, Even Start, and ED Family Involvement Partnership

##### **Key Strategies:**

- o **WH conference on early brain development, tied in to Reiner campaign**
- o **Make sure that all federal programs reaching parents and young children incorporate lessons from neuroscience into design and operation. Programs include Head Start PAFT, G2K Parent Resource Centers, and Education Department's Family Involvement Partnership, etc. to spread word about brain development**

[need to incorporate VP conference on Families and Learning someplace]

## 5. CHOICE AND ACCOUNTABILITY IN PUBLIC EDUCATION

### Short term objectives:

1. Increase the number of states with charter schools legislation from 25 in 1996 to 30 by the end of 1997, and 35 by the end of 1998.
2. Increase the number of charter schools from 500 to 1,000 by the beginning of the 1998 school year.
  - o Newly chartered schools should focus on clear standards of student achievement, for which they will be accountable.
3. Secure \$100 million appropriation for charter schools program
4. Focus attention of policymakers, advocates and educators on key issues in the development of charter schools, including:
  - o effective approaches to starting and supporting charter schools
  - o the importance of strong accountability provisions for charter schools
  - o effective ways of using charter schools to stimulate and inform improvement of all schools
  - o use of charter schools as one tool in intervening in low performing schools
5. Increase in the number of states and school districts that:
  - o reward high performing or improving schools, and intervene in schools that are persistently low performing [set target]
  - o require students to meet standards before moving from one school level to the next [set target]
6. Enlist 3-5 large school systems to work together to design and implement model district-wide school choice plans.

### Key Strategies

- o **Target states considering charter school legislation this session with visits by President, Vice President or Secretary, where such visits can help gain enactment of legislation**

Target states: Missouri, Washington

President's speech in at least one legislature should clearly address accountability issues pertaining to charter schools

- o **Use announcements of federal charter schools grants to highlight states with strong charter schools laws and promising examples of charter schools**

- o **Produce a series of charter schools evaluations, reports and guides to focus attention of advocates and policymakers on key issues needing attention in the design and implementation of charter schools laws**
  
- o **Promote accountability for performance by vigorous implementation of Title 1 requirement that states and school districts intervene in failing schools**
  - o Hold national conference for educators, parents, business and others, focusing on effective ways of dealing with failing schools
  
  - o Provide guidance to Title 1 schools on parental involvement

## **6. SAFE, DISCIPLINED AND DRUG-FREE SCHOOLS**

### **Short term objectives:**

1. Increase the number of school districts which require expulsion and police notification if weapons are brought to campus
2. More effectively focus Safe and Drug-Free Schools Program funds on proven, effective practices for increasing safety and reducing drug use.
3. Secure funding for After School Learning Centers in the 21st Century Community Learning Center program, so that 800 -1,000 inner-city and rural schools can remain open in evenings and weekends to provide safe havens and increased learning opportunities, and to reduce juvenile violence and substance abuse.
4. Promote schools-within-schools, mentoring programs, and other means of creating more personalized, nurturing environments for middle and high school students
5. Increase the number of: (1) high school students involved in service; (2) states and school districts that require service for high school graduation; and, (3) states and school districts that encourage and provide opportunities for service by high school students

## **7. SCHOOL CONSTRUCTION**

### **Short term objectives:**

1. Enact School Construction legislation
2. Establish clearinghouse on school construction issues

## **8. OPENING WIDE THE DOORS TO COLLEGE**

### **Short term objectives:**

1. Enact HOPE Scholarship and tax proposals, including tax credits, tax and tax free savings
2. Enact Pell Grant increase and expanded eligibility
3. Enact Presidential Honors Scholarship
4. Enact increased appropriations for Work-Study and TRIO programs
5. Increase the number of states establishing HOPE scholarships, pre-paid tuition plans, or other measures to make college more affordable for lower- and middle-class families

### **Key Strategies:**

#### **1. Legislative Strategy**

#### **2. Post-enactment Strategy**

- o Launch campaign in Fall 1997 to help families and students recognize that college is affordable and attainable for those who plan and work for it

## **9. LIFELONG LEARNING**

### **Short term objectives:**

1. Expand School-to-Work implementation to all 50 states by 199x.
2. Develop and enact legislation to consolidate federal job training programs and provide individual skill grants.

## 10. TECHNOLOGY

DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT

[Date]

MEMORANDUM TO:

FROM:

SUBJECT: PROPOSED STRATEGY FOR PRESIDENT CLINTON'S  
"CALL TO ACTION" FOR AMERICAN EDUCATIONA. INTRODUCTION AND BACKGROUND

In order to make President Clinton's "call to action" for American education real, his crusade for education must promote and attain reasonable goals. Because the President has a track-record on the issue, he begins his crusade with a significant amount of credibility. Fifty-seven percent of Americans have more confidence in Mr. Clinton over Republicans (thirty-seven percent) to handle education, and 47% of Americans believe the president and Congress should make education a top priority. [USA Today, CAN, Gallup poll, February 1997]. However, in the present political climate the President could easily and quickly lose this benefit of the doubt.

Secretary Riley feels strongly and has told the President he must "get about the business of governing." He does not believe a continued campaign-like strategy of doing an event every couple of weeks to announce "good news", whatever the underlying subject, is worthy of or productive for the development of the President's legacy. The strategy (or framework for thinking through our strategy) presented here was developed in the context of that framework. The strategy also reflects consideration of public reaction to the State of the Union ("SOTU") address (discussed immediately below).

B. ANALYSIS OF PUBLIC/PRESS REACTION TO "CALL TO ACTION"

Almost 50 editorials reacted to the SOTU, virtually all commenting on the President's "call to action." The criticism was as predictable as the praise. For example, the *Augusta Chronicle* (2/5), *Chattanooga Free Press* (2/5), *Detroit News* (2/6), and the *Orlando Sentinel*, among others, all rejected the notion there is an appropriate federal role in education. Concomitantly, the *Charleston Daily Mail* (2/5), credited the President for his understanding of the appropriate federal role; the *Charlotte Observer* (2/6) said "the most important thing Washing can do is use its influence to push up the standards; the *Daytona Beach News-Journal* (2/6) warned that senators and representatives fail to heed Clinton's call for an "all out national effort for public education and higher education" . . . "at their political peril;" and the *New York Daily News* said Mr. Clinton's pledge to make American education the envy of the world "may also be the tool needed to close the racial gap" noting "education is the great ladder that moves people

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Confidentiality Review &  
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from who they are to whom they can be." *The Los Angeles Times* (2/5) agreed the president's decision to make education his No. 1 priority for the next four years "makes eminent sense." *The Washington Post* (2/6), though mixed, allowed that "Mr. Clinton currently is in about a strong a position as he is ever likely to be to achieve important results."

Generally, educators have been supportive, though some warn the President's plan sets too ambitious a schedule. President Clinton's post-SOTU trip to Georgia and following visit to the Maryland state legislature generated positive press and, according to Secretary Riley, genuine excitement about and commitment to the President's plan. More recently, however, economists have specifically criticized the Hope scholarship and the 10,000 tuition tax deduction [e.g., Robert Samuelson, *The Washington Post*, February 12, 1997]. Some legislators argue rather than provide funding for the 10,000 tax deduction, even more money should be [geared] toward Pell Grants.

For our strategy to be successful, it must reflect thoughtful consideration of and appropriate responses to such expressed concerns both plausible and unlikely. For example, we probably need to do a better job of persuading doubters that the B-grade requirement of Hope will not impose burdensome additional administrative responsibilities on the IRS. And, while we clearly believe our goals *should* be ambitious, we must be careful not to over-promise our ability to see realization of our aims.

Our proposed strategy is presented in a five-point outline for each of the ten points in the President's plan plus family/parental involvement and urban education. The outline begins with an overall strategy/goals for the issue area generally (I), and includes a grass roots strategy for accomplishing the goals (II), a legislative strategy where appropriate (III), a public relations strategy (IV), and a prioritization of initiatives and/or events for the President, Vice President, First Lady, and Mrs. Gore (V). We have also provided calendars reflecting previously established events/opportunities corresponding to each issue area.

## Academic Standards of Excellence

"Set rigorous national standards, with national tests in 4th grade reading and 8th grade math to make sure our children master the basics."

### I. Overall Strategy/Goals (for Voluntary National Tests: Math and Reading)

Over the next two years, we must create a dedicated movement across the nation to improve math and reading education using the results of TIMSS and exemplary models for reading instruction. Our short term goals might include: (1) by September 1997, every interested state would have the opportunity to sign up to participate in the 4th grade reading and 8th grade math tests; (2) by September 1997, an agreed-upon number of regional meetings and seminars will have been held together with partner groups to inform them of indicators for teaching middle-school math for TIMSS; and (3) by September 1997, materials about the NAEP reading frameworks and model reading programs circulated to a number of educators across the country.

### II. Grass Roots Strategy

- ▶ targeted meetings with state officials scheduled to brief them on the testing options;
- ▶ broad distribution of TIMSS materials planned (separate strategy to be attached);
- ▶ working in coordination with the America Reads initiative, coordinate outreach to reading teachers across the nation;
- ▶ identify key constituency groups nationally and region by region to build support for the initiative;
- ▶ plan meetings and events with these groups for SRR, Secretary and other Senior Officer involvement.

### III. Legislative Strategy

- ▶ brief key Members of Congress on the initiative. Provide information on the initiative and letters of support from Business Round table and others such as Governor Engler;
- ▶ develop NAEP reauthorization strategy, and

Good  
By 1999  
some effort  
should be  
made to  
prepare kids  
so to well  
on these  
tests!

add:  
① work with  
already existing  
regional and  
a R & R,  
parent  
init. etc...

② overall  
strategy will  
depend on people  
believing the  
the test  
is a  
good idea  
(now 83%) or

get some real numbers with  
what's really  
effort

*[Signature]*

- ▶ develop 1999 budget justification for testing increase.

#### **IV. *Public Relations Strategy***

- ▶ schedule editorial board meetings across the country about the 10 point agenda and the testing initiative;
- ▶ schedule press events to build support for the initiative.

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file

#### **V. *White House Involvement/POTUS Events***

- ▶ events scheduled with three additional state legislatures to build public support for the testing initiative. (Suggestions: MO, WA, CO);
- ▶ organize national forum on the results of TIMSS and implications for math teaching. President/First Lady convene the forum. Down-links planned across the nation;
- ▶ hold event with President Clinton when a core number of states sign up to participate in the reading and math test. The event would be focused on encouraging more states to sign up.

## Teacher Excellence

"Make sure there is a talented and dedicated teacher in every classroom."

### I. Overall Strategy/Goals

It is intuitive that our children won't learn to high standards if our teachers don't teach to high standards. It has been difficult, however, to create excitement about and support for the notion that teachers also need help to provide higher-quality teaching – that their skills must be upgraded. The challenges we face in sustaining and upgrading the quality of our teachers are complicated by the fact that two million teachers will be needed over the next ten years to replace retirees and accommodate rapidly increasing student enrollment. However, that vast recruiting efforts will be needed presents a great opportunity to help ensure teacher quality.

Thus, it is imperative to try to focus sustained public attention on issues that impact teacher quality and motivate states and communities to take actions that will ensure that every child has access to a caring, competent, and qualified teacher. Any effort to improve education standards will be unsuccessful unless we are successful in bettering our teachers. The reauthorization of the Higher Education Act provides a forum for advancing a significantly different vision of teacher preparation.

### II. Grass Roots Strategy

The following current activity is already <sup>national</sup> going on at the state and local levels: (1) INTASC (Interstate New Teacher Assessment and Support Consortium) – developing performance-based assessment for the initial licensing of teachers; (2) National Board for Professional Teaching Standards – establishing voluntary standards for highly accomplished teaching; many states and districts are providing support for teachers to undergo the rigorous procedure to become board certified; (3) NCATE (National Council for the Accreditation of Teacher Education) – establishing standards for Colleges of Education that will be recognized as a voluntary national accreditation system; <sup>being implemented</sup> (4) ~~PRAXIS – designing tests of content and professional knowledge for prospective teachers that states may use to screen candidates;~~ (5) Holmes Partnership, the Center for Educational Renewal, the Renaissance Group and others – partnerships between higher education and K-12 schools to reform teacher education; (6) National Commission on Teaching and America's Future – issued a major report on teacher quality in September and is working in partnership with 12 states who have committed to implementing the recommendations of the Commission. They are designing a policy inventory that states can use as a starting point to develop a comprehensive strategy to improve the quality of their teaching force.

→ National Goals  
A

Both Department and White House officials can use the "bully pulpit" to hit these issues hard in major speeches and visits to exemplary sites. Specifically, we should:

- ▶ provide state and local leaders with information on federal resources that are available to address these issues (we have a matrix already developed. It will go out to state and local leaders in the next few weeks. Goal 4 book is already out that provides information on resources available for professional development from all federal agencies.);
- ▶ identify promising practices (a publication is being prepared at this time that describes the most promising practices in each area of the President's Directive on excellence and accountability in teaching. April is the target date for completion);
- ▶ fund the development of standards and assessments for teachers and teacher education programs (we have requested \$21 million per year for the next five years for the National Board for Professional Teaching Standards to complete the development of their assessments and to help defray the cost of teachers going through the process.);
- ▶ create a Teacher Policy Center to serve as a resource to policy makers by examining state policies around teacher quality and sharing "lessons learned" with states interested in making policy changes that will strengthen the teaching profession (OERI will be announcing this priority soon and has committed \$1.5 million); 5 year
- ▶ create a Partnership for Excellence and Accountability in Teaching. This partnership will consist of a variety of member entities that will launch a focused, coordinated, comprehensive national effort to support and sustain long-term improvements in teaching and learning. The Partnership will tie knowledge to application to dissemination while continuing to push the envelope on professional development research (OERI will announce this competition soon and will commit \$4 million in FY97); 5 year
- ▶ continue the National Awards Program for Model Professional Development which identifies and disseminates exemplary sites that have made the link between professional development and improved student achievement (we recently identified five schools and districts that have done this. We have \$250,000 from FY97 FIE money committed to continuing this program);
- ▶ rewrite and fund Title V of the Higher Education Act – the reauthorization

will take place this year. The Department is proposing to focus Title V on the recruitment, preparation, and induction of teachers;

- ▶ increase funding to the Eisenhower Professional Development Program (we have requested \$360 million in FY98, an increase of \$50 million);
- ▶ conduct research on recruitment, preparation, induction, and professional development programs; there is little data on the most effective programs (this is being addressed partially through the OERI initiatives; more should be done.); and
- ▶ model for states and communities the importance of using teacher and principal expertise in developing policies and programs to address teacher quality (we should share with others all of the initiatives we have undertaken like the Teacher Forum, the Teacher Listserv, the Database of Exemplary Teachers, the Adopt-a-Teacher Program, the Shadowing Program, our focused discussion groups with practitioners, and our teacher and principal in residence);

### ***III. Legislative Strategy – Not Applicable***

### ***IV. Public Relations Strategy***

There are a number of ways in which we can engage the public in the crusade to better of teachers. We could:

- ▶ issue an annual report card on the progress states have made on measures of teacher quality to constantly refocus the public and policy maker's attention on these issues;
- ▶ conduct high profile visits to exemplary sites; participate in major teacher conferences, the Teacher of the Year ceremony, announcement of Nationally Board certified teachers, Washington celebration of Sallie Mae Outstanding First-Year Teachers, etc., (see attached list of opportunities attached); and
- ▶ launch a media blitz on these issues focused on the education press.

### ***V. White House Involvement/POTUS Events***

The First Lady may be particularly effective in advancing this initiative. Teacher issues are a natural extension of the First Lady's early childhood development concerns and were an important part of The First Lady's "Village" message. At her most recent

address, the First lady was specially praised for her ease with and understanding of these issues. Opportunities for the First Lady are attached at Tab 12 but they include national forums like the National Teacher of the Year event, the Presidential Math & Science Awards, Presidential Scholar - Distinguished teachers. The First Lady might also help raise the profile of the issue by participating in the Department's Teacher Shadowing Program, America Goes Back to School events.

## Reading and Early Childhood Learning

"Help every student to read independently and well by the end of the 3rd grade."

"Expand Head Start and challenge parents to get involved early on in their children's learning."

### I. Overall Strategy/Goals

The goal is by 1999, to establish programs to help every child read independently and well by the end of the third grade and to make available community based programs which enable all parents to have the skills and knowledge to become more involved in their children's early learning. It is imperative that we use existing reading and other initiatives to help push along this issue and we can already look forward to significant progress. For example:

- ▶ during the summer of 1997, we will increase by 50% the number of children involved in the Read\*Write\*Now! program;
- ▶ during the fall of 1997, more than 60,000 college work-study students will be trained and placed as tutors with children in grades K-3;
- ▶ over the last six months of 1997, the Department will publish at least three documents for parents and care givers with the attendant publicity to bring attention to the need for early childhood educational activity cooperatively carried out by parents first and with care givers where appropriate;
- ▶ by the fall of 1988, there will be 500,000 new tutors of all ages working throughout the year with children in grades K-3 to improve their reading skills;
- ▶ by the fall of 1998 there will be new programs or expanded programs in all states which empower parents to be their child's first and best teacher;
- ▶ by the fall of 1998 there will be increased parental involvement in grades K-3 as measured by volunteer activity at school and in child serving organizations both within the school day and on weekends and holidays.

*from what to what?*

*how will they be assembled*

An overall strategy to meet these goals would include: (1) outreach to current literacy as well as youth organizations (which may or may not provide reading assistance) to become involved in pre- and reading skills to development; (2) utilize the America Read College President's Steering Committee to recruit and assist in planning the needed training and technical assistance for mobilizing the college work study students; coordinate

with elementary school personnel and literacy serving organizations in college communities to form coalitions to utilize the college work study students; (3) working with the health serving professionals, nutritional organization, early childhood educators, parent organizations, faith community, community based organizations and their national counterparts, and the corporate sector, produce a multi-media outreach campaign to educate the public on ways they individually and collectively can assist in the healthy development of children from the pre-natal period forward.

## II. Grassroots Strategy

- Plan regional meetings cooperatively with CNS, Department of Education regional personnel and as appropriate other federal agency personnel to show examples of successful programs;
- enlist entities from every sector to service as volunteer tutors or mentors to new parents;
- seek to work with local welfare reform efforts.

## III. Legislative Strategy

[To be provided]

## IV. Public Relations Strategy

- Speak to as many national and regional organizations/forums as possible about the goals and rationale of the America Reads Challenge;
- schedule press events to show by example the type programs which promote the growth outlined in the goals;
- provide technological opportunities for input and outputs (web pages, list serve opportunities)

## V. White House Initiatives/POTUS Events

See Calendar attached at Tab [ ].

HHS

Mon  
→ Build - RWN  
→ use IRA - H  
→ use ASCD

→ Distribute materials to parent  
in which we need  
reading materials.

→ Work with teacher  
super  
→ Change Title I

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## **Public School Choice/Charter Schools**

**"Expand choice and accountability in public education."**

***I. Overall Strategy/Goals***

***II. Grassroots Strategy***

***III. Legislative Strategy***

***IV. Public Relations Strategy***

***V. White House Initiatives/POTUS Events***

## Safe Schools

"Make sure our schools are safe, disciplined and drug-free,  
and instill basic American values."

### ***I. Overall Strategy/Goals***

The overall goal – to help ensure that all schools are safe, disciplined, and drug-free by promoting the development and implementation of effective drug and violence prevention programs – becomes increasingly more imperative as our schools become increasingly more violent. Thus, it is important that our effort actually attempt to change attitudes of children, youth, and their families about alcohol and drug use, and violent behavior, including the need for carrying guns.

Our short term goals include the following that (1) by the end of the 1996-1997 school year all LEAs (receiving ESEA funds) will have policies requiring the expulsion for a year of students who bring a gun to school; and (2) that by the end of the 1996-1997 school year all LEAs (receiving ESEA funds) will have a policy requiring notification of law enforcement of all incidents where a firearm is involved; and

Longer term goals should include that:

- ▶ rates of alcohol, marijuana and tobacco use in schools will continually decline;
- ▶ the percentage of students who are offered illegal drugs at school will continuously decline;
- ▶ the number of firearms and other weapons carried to school will decline;
- ▶ the number of students who don't go to school because they feel unsafe will continuously decline;
- ▶ the number of criminal and violent incidents in schools will continuously decline;
- ▶ the number of school-associated violent deaths will decrease;
- ▶ student disapproval of drug use will increase;
- ▶ the number of students who use alcohol or drugs, or engage in violent behavior will decrease;

*(We need a much stronger strategy to  
meet the problem that our program is  
not working!)*

- ▶ the number of schools who use "research-based" prevention programs will increase significantly; and
- ▶ the number of schools that involve students, parents, and community groups in the planning and development of drug and violence prevention will increase. By the year 2000 all schools will do this.

## ***II. Grassroots Strategy***

- ▶ work with 2-4 urban/suburban schools districts to assist them in reviewing their use of SDFS programs; and
- ▶ hold meeting of Urban School School Security Officers, to identify promising programs and promote the use of effective violence prevention strategies.

## ***III. Legislative Strategy***

As you now, the Safe & Drug-Free Schools program has been alternatively popular and unpopular on Capitol Hill. No doubt, however, increased incidents of crime in and around schools and rising drug use among younger students help remind legislators that no matter what our other efforts, we simply cannot educate our children in unsafe environments. Still it is key to keep members informed of successful programs funded by this program and other administration-initiated efforts like urging more schools to adopt school uniform policies and communities to adopt and/or enforce truancy laws. Accordingly, a legislative strategy must include:

- ▶ regularly briefing key members of Congress on actions ED is taking to meet our goals; and
- ▶ publish and finalize "principles of prevention." Principles to be used as part of FY 1998 Appropriations to improve the quality of prevention programs being funded by States and Local education agencies.

## ***IV. Public Relations Strategy***

Schools, parents and communities already are finding useful ways to provide safe conditions for school children including teacher training to help deal with violence, after-school programs. As President Clinton often says, there are no problems that aren't already finding solutions somewhere in America. The following three strategies could help center appropriate attention on this issue:

- ▶ hold national conference highlighting " Prevention Programs that Work;"
- ▶ put information on effective prevention strategies on ED/SDFS web site; and
- ▶ hold meeting of Urban School Security Officers, to identify promising programs and promote the use of effective violence prevention strategies.

**V. *White House Initiatives/POTUS Events***

- ▶ President Clinton could participate in event announcing the release of the Parents Guide, March 3, 1997;
- ▶ The President, Vice President, First Lady and Mrs. Gore all could make several visits to schools and call upon them not only to do something to make schools safe but to do the "right thing." The theme of accountability needs to be sounded loudly by all; and
- ▶ the Department anticipates identifying schools that have developed effective drug and violence prevention programs. The schools will be recognized annually, the first group of which are to be recognized in Summer 1998. Either of the principals could participate in this event.

## School Construction

"Modernize school buildings and help support school construction."

### I. Overall Strategy/Goals

Public sentiment appears to recognize the need to significantly improve the physical infrastructure of America's schools. Our proposal which would help spur at least \$20 billion in new school construction through spotlighting the problem of deteriorating and overcrowded schools and subsidizing local bond issues goes some distance toward meeting this challenge. However, compared to other education-related initiatives, school construction seems to have the least momentum at this point.

Accordingly, the short term goal of securing passage, by 1997, of legislation that meets Administration's aims and provides sufficient funding is probably critical to the success of this initiative. By 1998, we should seek to provide high quality information on range of school construction issues (e.g., financing, energy efficiency, integrating technology infrastructure) to states and districts through an ED-funded clearinghouse.

Long term goals might include: (1) within 1 year of passage of legislation, x states and x districts have initiated new school construction bond issues raising \$xxx for school construction; (2) within 5 years of passage, x states and x districts have initiative new school construction bonds raising at least \$20 billion; and (3) at least x% of all upgraded and new facilities are built reflecting current knowledge about state of the art school construction, including cost-effectiveness and energy efficiency.

### II. Grassroots Strategy

► to build public awareness of the importance of school construction and the limited availability of federal subsidies in order to spur immediate state and local action; and

► the provision of high quality information through Clearinghouse. *(to be filed c. Feb Spring)*

### III. Legislative Strategy

Brief key members of generated local support for initiative in variety of constituency groups (education, parents, state and local government, investment banking).

### IV. Public Relations Strategy

► Ed board meetings on 10 point plan and construction in particular;

→ Goal → to spur interest and  
into a school construction. ←

- ▶ generate Press events; tie our proposal to local stories regarding overcrowding and dilapidated schools via visits of Administration officials and work of SRRs.

#### ***V. White House Initiatives/POTUS Events***

- ▶ visits by POTUS, FLOTUS, VP to communities that would be particularly assisted by the legislation (e.g., Chicago with very dilapidated schools; Miami with very overcrowded schools);
- ▶ announcement of award of clearinghouse contract;
- ▶ Applauding good news by highlighting states or districts that have managed to pass big bond issues with lots of community and business support.

## Higher Education - Part I

"Open the doors of college to all who work hard and make the grade, and make the 13th and 14th years of education as universal as high school."

### ***I. Overall Strategy/Goals***

For principle #8, Opening Wide the Doors of College, there are two overarching goals. The first goal is to ensure that the 13th and 14th years of education are as universal as the first 12 are today. The second is to ensure that college is affordable for all Americans.

The higher education strategy is part of a three-pronged approach that began with the introduction of the tax proposals in 1996, and has continued with the 1997 budget proposal which includes these tax initiatives, and will be further emphasized in reauthorization. Since the overarching goals are part of the balanced budget proposal, our number one short-term goal is to assist in passing the budget.

In addition, we hope to roll out our reauthorization proposal in late spring. This will provide another opportunity to advance our goals. Regardless of what happens in the budget, our proposal will have to be complimentary of the ideas advanced in the President's budget.

### ***II. Grassroots Strategy***

Much of the work here has already begun. The appeal of the HOPE tax credit and the \$10,000 deduction is very attractive to every parent of a college student. Therefore, we have our supportive base. Most of the activity at the grass roots level then may be generated by the opposition since some see our efforts as "going after" the excess profits of the guaranty agencies.

### ***III. Legislative Strategy***

Appropriations and budget committee members have already been briefed on our proposals, but more targeted briefings need to occur for other key members and staff. The Secretary is to testify on the education budget on February 27th in the Senate and David testifies in the House on March 12th.

Critical to our success in the short-term is the need for legislation to go to the Hill and the need to make public the impact of our proposals. The higher education community is sophisticated and will not support our positions without determining precisely how they impact the institutions they represent.

#### ***IV. Public Relations Strategy***

The PR work is well underway. To date, a number of Department officials have had interviews, given speeches and have participated on panels. In addition, there have been meetings with college presidents, students, and representatives of the higher education community. These are on-going, but need to have a more focused approach. Once the distributional analysis of the tax proposals is made public, we should ensure that it is widely distributed and do another series of interviews.

The PR campaign should be closely connected to the initiatives and events we suggest for the POTUS, VPOTUS, and FLOTUS. Overarching goals of a PR strategy should be targeted to utilizing the many constituencies in the higher education arena: traditional and non-traditional students; financial aid officers; trustees; college presidents; and parents.

#### ***V. White House Initiatives/POTUS Events***

From a higher education perspective, commencement provides a natural stage for amplifying our initiatives. OPE has forwarded our suggestions to Regan for the Secretary's 1997 commencement schedule. We can do the same for the POTUS, VPOTUS and FLOTUS or if they prefer, we can simply vet the schools from which they have received invitations and make recommendations. For example, the FLOTUS is always well-received at campuses where there are strong women's groups. In addition, commencement addresses provide an incentive for schools to begin participating in Direct Lending.

Finally, at every higher education association event, the highest level person should be addressing the group. To some extent this is already occurring within the Department. The Secretary has addressed the National Association of Independent Colleges and Universities and the Christian College Coalition and is going to address the American Council on Education (ACE) and the Community College Association. The POTUS is also expected to address ACE. The POTUS would be well-received at the Association of Governing Boards at Universities and Colleges, a group that represents college trustees. Their annual meeting is April 12-15 in San Diego.

## Higher Education -- Part II

"Help adults improve their education and skills by transforming the tangle of federal training programs into a simple skill grant"

### ***I. Overall Strategy/Goals***

The goal of Learning for a Lifetime is to increase literacy levels of the 34 million adults age 16-64 years of age who read at or below the 5th grade level; increase the number of adults with a high School diploma or equivalent; increase English-proficiency levels among adults for whom English is a second language. Short-term goals include: (1) increasing access to adult education and literacy services through Crossroads Cafe TV series and other in-home and distance learning options; and (2) increasing the number of family literacy, workplace literacy and citizenship literacy programs for adult learners.

Long term goals might include: (1) supporting the development of basic and intermediate skills certificates that signify what adult learners should know and be able to do; (2) ensuring that all states have results based accountability systems for their adult education programs; and (3) ensuring that 80% of the participants in federally-supported adult education and literacy programs achieve either a basic, intermediate or high school completion certificate.

Overall strategies include; (1) working with states and PBS to expand access to Crossroads Cafe literacy series and develop new series based on family literacy, which includes emphasis on America Reads; (2) supporting development of prototype basic and intermediate skills certificate; (3) 1998 National Conference on Literacy; (4) developing a campaign to get employers to expand workplace literacy options to help welfare recipients transition from welfare to work.

### ***II. Grass Roots Strategy***

- ▶ work with state directors of adult education and NIFL to engage large numbers of adult learners in America Reads and in joining in a Literacy 2000 partnership to enhance the literacy skills of the 34 million Americans reading at or below the 5th grade level;
- ▶ work with the National Institute for Literacy on a campaign to increase awareness of the importance of literacy to the nation's economic and social well-being and an understanding the literacy challenge in America;

### ***III. Legislative Strategy***

The administration's adult education legislation will promote quality programs, accountability for results, and use of technology. The administration's 1999 budget will be based on performance benchmarks and support President's goal of ensuring all adults can be life-long learners and that all parents have the literacy skills to be their child's first teacher.

### ***IV. Public Relations Strategy***

- ▶ ensure the President and the Secretary include improving the literacy skills of adults in his message on America Reads, all adults being life-long learners and welfare reform;
- ▶ focus Secretary's adult education awards on family literacy where parents are improving their literacy skills and working with their children to enhance their reading skills;
- ▶ bring adult education programs in as partners in America Reads and efforts to ensure all adults can be life-long learners.

### ***V. White House Initiatives/POTUS Events***

- ▶ visits to family literacy programs (in addition to federally sponsored programs, Honda is a big independent sponsor of over 80 family literacy programs with the Keenan Family Trust Family Literacy Project);
- ▶ White House Conference on Literacy with Opra Winfrey (Opra's book club reaches millions of readers), Cal Ripken, Jr. and Mrs. Ripken (They have had an adult literacy program in Baltimore for 10 years) and Tara Dawn Holland (1997 Ms. America whose platform is literacy.); and
- ▶ message to state legislatures and other forums should stress importance of adult literacy as a key part of ensuring that all children can read independently and all parents have the literacy skills to be child's first teacher.

## **B. Opening the Doors of College (from perspective of Vocational & Adult Education)**

### **I. Overall Strategy/Goals**

*School to work ??*

Over the next three years, increase the number of high schools where all students achieve high academic standards and are prepared for college and careers. Short-term goal could include (1) April 1, 1997, announce partnerships with 6 urban schools and School districts to expand new American high schools; (2) by December 1997, identify 25 additional public high schools committed to achieving academic excellence for all students that have adopted teaching and learning practices that have reduced drop-out rates, increased student achievement and increased postsecondary entrance rates; (3) by December 1997, joint initiatives on high School improvement will be underway with the National Association of Secondary School Principals, the National PTA, and the American School Boards Association; (4) in 1998, build on the findings for 12th graders on the Third International Math and Science Study to be released in December, to support a campaign for high School improvement.

A long-term might be that by the year 2000, a nationwide network of new American High Schools will have significantly reduced drop-out rates, raised student achievement and college entrance and retention rates.

Overall strategies to reach these goals would include:

- ▶ targeted outreach strategies with 3 key national organizations concerned with high School reform: NASSP, National PTA, NSBA;
- ▶ Urban high School partnership with 6 big city School districts;
- ▶ disseminate information and best practices through network of 65 national business, union, education, community and parent organizations currently involved in the new American High School effort; and
- ▶ pursue print, TV and other media opportunities to promote new American High Schools.

### **II. Grassroots Strategy**

- ▶ work with 65 national organization co-sponsors, with special emphasis on principals, School boards and parents, to build support for the initiatives and new American high schools;

- ▶ Present President's initiatives at key national meetings of vocational educators, adult educators, School-to-work, and key stakeholder groups. Conduct round tables with principals, School board members, parents and teachers on the initiatives and high School reform;

### ***III. Legislative Strategy***

- ▶ Ensure that Administration's vocational education legislation supports high academic standards for high School students and preparation for college, as well as careers. Use legislation to encourage high School improvement and strong links between secondary and postsecondary education;
- ▶ develop 1999 budget strategy to continue high School reform and School-to-work systems building through on-going vocational education legislation.

### ***IV. Public Relations Strategy***

- ▶ Ensure that preparation for college is a core part of the President's message about access to college;
- ▶ provide the media with examples of high schools that have adopted high standards for all students and are using new teaching and learning techniques to raise academic achievement;
- ▶ arrange visits, media events for President, Vice President and Secretary to new American high schools.

### ***V. White House Initiatives/POTUS Events***

- ▶ make sure President mentions high School improvement as a key part of making sure all 18 year olds have access to college in presentations to state legislatures and other forums;
- ▶ schedule Presidential visits to high schools that have significantly raised academic achievement and college attendance rates; and
- ▶ President/WH awards ceremony for high schools that have achieved above goals.

## Education Technology

"Connect every classroom and library to the Internet by the year 2000 and help all students become technologically literate."

### ***I. Overall Strategy/Goals***

Beginning in 1995, President Clinton challenged the nation's parents, teachers, government, community, and business leaders to work together to ensure that all children in America are technologically literate by the dawn of the 21st century -- equipped with the communication, math, science, and critical thinking skills essential for the 21st century economy. He established the four pillars of his technology literacy agenda: (1) connect every school and classroom in America to the information superhighway; (2) provide access to modern computers for all teachers and students; (3) develop effective and engaging software and on-line learning resources as an integral part of the school curriculum; and (4) provide all teachers the training and support they need to help students learn through computers and the information superhighway.

These goals can only be achieved if we all work together -- communities, businesses, governments, teachers, parents and students -- in a sense, a high-tech barn-raising. One overarching strategy that reflects all four goals above is the Technology Literacy Challenge Fund, which is designed to catalyze state, local, and private sector partnerships in each state to achieve the four educational technology goals. Congress supported the President's request and appropriated \$200 million for grants to states to launch this challenge. States will be asked to develop a strategy for using the funds to achieve the President's four goals and for ensuring that students in low-income areas are not left behind. While the states will have complete freedom to design programs, they will be encouraged to find support from private firms which will be at least as great as the Federal funds. They will also be asked to specify timetables and benchmarks and to report progress against these benchmarks to the people annually. The Challenge builds on the Secretary of Education's National Plan, *Getting America's Student's Ready for the 21st Century: Meeting the Technology Literacy Challenge*. The President's FY98 budget request calls for \$425 million. From a higher education perspective, commencement provides a natural stage for amplifying our technology initiatives. OPE has forwarded our suggestions to Regan for the Secretary's 1997 commencement schedule. We can do the same for the POTUS, VPOTUS and FLOTUS or if they prefer, we can simply vet the schools from which they have received invitations and make recommendations. For example, the FLOTUS is always well-received at campuses where there are strong women's groups. In addition, commencement addresses provide an incentive for schools to begin participating in Direct Lending.

Finally, at every higher education association event, the highest level person should be addressing the group. To some extent this is already occurring within the Department. The Secretary has addressed the National Association of Independent Colleges and Universities and the Christian College Coalition and is going to address the American Council on Education (ACE) and the Community College Association. The POTUS is also expected to address ACE. The POTUS would be well-received at the Association of Governing Boards at Universities and Colleges, a group that represents college trustees. Their annual meeting is April 12-15 in San Diego.

## ***II. Grassroots Strategy***

The Department's Office of Educational Technology will continue to develop and coordinate materials, information, conferences, workshops, editorials, press releases, etc., to highlight best practices in and effective uses of educational technology and the four goals.

To finish the job of wiring and connecting classrooms to the Internet and make sure that these efforts have lasting value:

- ▶ working with regulators, industry and educators, now is the time to implement the FCC/Joint Board decision -- a landmark decision that sustains the NetDays, the state investments in infrastructure, and brings the schools on line;
- ▶ The NetDay initiative is a grassroots, volunteer effort to link the nation's classrooms to the information superhighway. Ongoing NetDay events across the country will bring the nation dramatically closer to our goal of connecting all classrooms to the net by the end of the decade;
- ▶ the Empowerment Zone initiative headed up by the Vice President continues with further efforts to complete the job of connecting the classrooms in EZ sites. The private sector continues to respond to this challenge in a major way. This initiative will help to ensure that all our children have their shot at the American dream by working to close the divide between those children who have access to technology and those who don't;
- ▶ focus on the schools that have the farthest to go but have the most to benefit from technology. DC schools could act as a test bed for this effort. Challenge the private sector to help support this effort.

To support the nation's teachers in using technology to the best advantage, we should:

- ▶ challenge the states, universities, and private sector to ensure that every teacher gets the training they need to use technology effectively as a tool for teaching and learning. Work with Colleges of Education and others to make the next generation of teachers have the skills they need to be technologically literate and effective teachers in the 21st Century. Teachers should not leave a teacher education program without technology in their teaching tool box;
- ▶ expand the efforts of teachers helping teachers (21st Century Teachers Initiative). Those that are technologically literate can help those who are not;
- ▶ mount a campaign this summer and succeeding summers to train teachers to get the skills they need to bring back to the classroom in the fall. Work with new CEO group, the Corporation's Commission on Educational Technology, as well as Eisenhower program and NSF programs to ensure this effort is a success.

To bring the best ideas and rich content on line and in software applications, we should:

- ▶ challenge the researchers to apply what we know about learning, challenge the developers to apply what we can do with new technology, and challenge the state and local communities to focus and articulate goals and standards so together we can make a difference and create the highest quality content and applications;
- ▶ bring together representatives of the software industry including big thinkers and developers to enlist their help in achieving our goal to help all kids read independently by the end of the third grade. Private sector investment in compelling content will increase once the basic infrastructure (computers, network connectivity) is in place. However, School districts will be reluctant to invest in technology unless content that supports the curriculum is available. Content and applications are needed if we are going to succeed at helping all children read by the end of the third grade;
- ▶ the Technology Innovation Challenge Grants is a component of the technology literacy challenge that invites School systems, colleges, universities, and private businesses to form partnerships to develop creative

new ways to use technology for learning. These local innovation grants focus on integrating innovative learning technologies to improve teaching and learning. Each federal dollar is matched by more than 3 to 1 by local and private funds. \$57 million will be available for the program in FY97 to support a third round of grants. The President's FY98 budget request calls for \$75 million.

### ***III. Legislative Strategy***

- ▶ develop a coordinated congressional outreach strategy to support the E-Rate and educate members of congress on its benefits. Participants help design this outreach strategy could include the White House, Department of Education, Department of Commerce/NTIA, and Federal Communications Commission;
- ▶ continue to meet with congressional staff on the budget, appropriations, commerce and education committees and subcommittees to educate them on and garner their support for educational technology initiatives.

### ***IV. Public Relations Strategy (See Grassroots strategy)***

### ***V. White House Initiatives/POTUS Events***

1. From February through September, the Technology Literacy Challenge Fund awards will be announced. These announcements will occur after state plans are approved.
2. May 7, 1997 the FCC will issue its final implementation order on the E-Rate. We imagine this could be an opportunity for a huge event because the decision will have a far-reaching impact on the education community.
3. Fall of 1997, the third round of the Technology Innovation Challenge Grants will be awarded.
4. April 1997, NetDay events will take place across the country.
5. One potential opportunity to highlight our progress in meeting the goal of wiring all the nation's classrooms to the information superhighway is to focus an event around a School district's completion of wiring all its schools and classrooms.
6. June 29 - July 2, 1997, National Educating Computing Conference (NECC) in

Seattle, WA. This is one of the most important and certainly the largest educational technology conferences of the year.

7. March 5-6, 1997, launch of the CEO Forum on Educational Technology. This group is committed to assessing and evaluating where the nation is in achieving the educational technology goals.
8. March 7-11, 1997, the American Technology Honor Society will be officially launched at the NASSP conference in Orlando, FL.
9. May 1997, the Department of Education and the Council of Chief State School Officers will hold a National Working Conference on the Impact of Technology on Student Learning in DC. Technology Innovation Challenge Grant project directors and representatives of the Technology Literacy Challenge Fund grants will be included (this could be a BIG one with lots of policy makers and some project demonstrations).

## **Family/Parental Involvement**

### ***I. Overall Strategy/Goals***

Over thirty years of research clearly shows us that all families--whether they are rich or poor, whether the parents finished high School or not, or whether kids are in preschool or high School--can help their children learn. Greater family involvement in children's learning is a critical link to achieving a high-quality education and a safe, disciplined learning environment for every student. It also is one important way for helping to meet the President's 10 point call to action: especially by help our children to master the basics and meet standards of excellence, help every student to read independently and well by the end of the 3rd grade; ensure more choice and accountability in public education; support character education and safe, disciplined and drug-free schools, open the doors of college to all who can make the grade and are willing to work hard; and help all students become technology-literate and bring our schools into the information age.

In 1997, the overall goals will be:

- ▶ Expand the Goals 2000 Parent Information and Resource Center network to 14 states and provide them with the information to help parents be aware of how they can help answer the President's call to action;
- ▶ provide guidance to every Title I School (52,000) on how to make parent-teacher compacts a true partnership-building process, including providing parents with the tools on how to assess their own School quality in view of the President's 10-point plan;
- ▶ with the contribution of our 2,500 Partners, provide guidance to schools on how to keep their School buildings open after-School and summers working with community partners in order to extend learning, especially in reading for children in K-3rd grade and mentoring in math and science for middle-School aged children, in a safe, drug-free environment;
- ▶ if Congress provides funding, 800-1,000 After-School Learning Centers could be started in rural and inner-city public schools so that students can participate in activities that can improve their achievement and prevent juvenile violence and substance abuse;
- ▶ plan for an initiative to be launched in winter 1998 that will focus on mentoring in math and preparation for college in the middle School years. This would be a great follow-up to the President's financial aid package motivating parents, especially parents of middle School aged students, in the

knowledge that their child was guaranteed a college education if they worked hard, took the tough courses, and had a B average. Develop publications, guides, and outreach activities to be disseminated about every 3 months as a lead up to this initiative;

- ▶ launch a nationwide initiative to encourage colleges to prepare educators to utilize families' interest in children's learning;
- ▶ sign on more employers, schools, community based organizations, and schools (e.g., 1000) to be family friendly for education by joining the Partnership for Family Involvement for Education and begin supporting local coalition building, especially around the President's 10-point call to action;
- ▶ as a concrete action to make the **AMERICA READS CHALLENGE** real this summer--involve 1.5 million children and recruit 500,000 reading partners through the summer READ\*WRITE\*NOW! program;
- ▶ double the activities undertaken last year as part of America Goes Back to School, focusing on the activities in the President's Call to Action;
- ▶ significantly involve religious communities in the **AMERICA READS CHALLENGE** connecting 100,000 religious volunteers in local literacy programs;

#### Two years from now:

- ▶ business and community and religious organizations show increasing commitment and actions to involve parents in education and improve schools;
- ▶ a significant increase in employers developing employee policies that are family friendly (flextime, floating personal day, matched leave, job sharing);
- ▶ parent-teacher compacts are established in almost all Title I schools (e.g., 52,000);
- ▶ Title I parent leaders have the tools to assess their own schools against the President's 10-point plan;
- ▶ many more schools will provide staff training and colleges will provide teacher preparation courses on involving parents in their children's education as key to children learning to standards of excellence;

- ▶ every state has a Parent Information and Resource Center working on the President's call to action;
- ▶ many more parents are aware of their options in reconstituting their School if its failing as a New American School or charter School and can seek federal fund for the effort;
- ▶ 1,000 more schools across the country begin extending learning by keeping their schools open in the afternoon, evenings, weekends, and summers;
- ▶ reading tutoring programs 5,000-10,000 schools, libraries, community centers, and college campuses are helping children read across the country. Use of libraries increases;
- ▶ mentors for math are readily available for youth; applications for college increase.

## ***II. Grassroots Strategy***

Partnership efforts will work to move the message down to the local level. There are three major efforts envisioned:

- ▶ continue to use America Goes Back to School during the August-October time frame each year as a local coalition-builder in schools, colleges, and communities. Work with the Secretary's regional education representatives and headquarters Department staff in this local coalition-building effort, including with the local and state coalitions/partners;
- ▶ make a focused effort to attend state and regional meetings of the 2,500 Partner organizations to sign on local groups and work toward answering the President's 10-point call to action;
- ▶ sponsor a series of regional meetings that focus on the President's call to action but include every sector of the Partnership;
- ▶ utilize soon-to-be launched Partnership web site as a "clearinghouse" for good programs, information, and research;
- ▶ use local activities of our Partners to bring the message to parents, students, and teachers and help build local coalitions and partnerships to carry the message on our behalf.

### ***III. Legislative Strategy***

- ▶ Continue to seek funding for Goals 2000 Parent Information and Resource Centers so that there is a center in every state by 1998;
- ▶ seek full funding for the After School Learning Centers found in the 21st Century Community Learning Centers authorization of IASA;
- ▶ continue to promote safe and better quality learning opportunities through Title I and Safe and Drug-free Schools that emphasize reading and mentoring in math;
- ▶ push for funding of the HOPE scholarships so that every family knows that if their child studies hard, takes the rigorous courses and has at least a "B" average, their child is guaranteed 2 years of a college education. A \$10,000 tax deduction will be available for families and their children to learn for a lifetime.

### ***IV. Public Relations Strategy***

- ▶ Continue to work with the Education Excellence Partnership (The Business Round table, U.S. Department of Education, The National Governor's Association, American federation of Teachers, National Alliance of Business) on their public service campaign with the Ad Council and the National Baseball League focusing on how to explain the importance of challenging standards to parents and families;
- ▶ include "how to" press packages in Partnership membership kits and America Goes Back to School materials so partners can engage their local press and communities on how to answer the President's call to action;
- ▶ schedule a Satellite Town Meeting focused on family involvement in meeting the President's call to action;

### ***V. White House Initiatives/POTUS Events***

See Attached calendars

## Urban Education

### *1. Overall Strategy/Goals*

If we want to reach our National Education Goals, we must intensify our efforts to address the specific needs of urban School children. Our ultimate objective should be, first, to help restore high levels of quality and public confidence to our urban public schools and, second, to dramatically improve levels of student achievement in those schools. We can help accomplish this by:

- ▶ strongly emphasizing that high academic standards are for all students, including inner-city students (and their teachers) and that high standards of discipline are essential;
- ▶ by persistently working to fully and strategically integrate urban schools into this administration's broader initiatives (such as on standards, reading and charter schools);
- ▶ by highlighting models of urban School reform that dramatize how communities can provide more choice and accountability within urban education and can turn around failing schools;
- ▶ and by intensively supporting efforts to improve the quality of teaching in urban areas, as well as the physical quality and safety of urban schools.

Short term Goals might be by May 15, release a report on key principles surrounding public school choice:

- ▶ by July 1, announce that at least 10 urban districts have accepted the "First in the World Challenge" to participate in the TIMSS challenge in 1997 or 1998.
- ▶ by September 1, announce the formation of college-School partnerships in 20 urban areas involving work-study or student reading volunteers.
- ▶ by October 1, hold a conference on promising strategies for turning around failing urban schools.
- ▶ by October 1, produce and release a report on U.S. Department of Education resources available to assist urban schools to improve.
- ▶ by December 1, launch a nationwide listserv linking principals and teachers

with successful School wide programs to their counterparts at schools that are engaged in planning to become School wide.

Long term goals might include:

- ▶ by Spring, 1998, conduct a series of regional conferences on recruiting, preparing, and retaining excellent teachers for urban schools;
- ▶ by spring, 1998, form [1000] new high quality school wide programs in urban areas;
- ▶ by spring, 1999, at least [x thousand] Board-certified master teachers in urban public schools;
- ▶ by spring, 1999, [ ] major urban School districts will have meaningful School report card systems in place, backed by high quality standards and assessments systems;
- ▶ by spring, 1999, 5 major urban School districts will adopt comprehensive public School choice strategies, such as district wide choice;
- ▶ by spring 1999, public very familiar with key strategies for turning around failing schools;
- ▶ by spring, 1999, percentage of teachers in urban districts teaching out of field reduced by [X%];
- ▶ by spring 1999, average scores on state or local assessments in reading and math up substantially in at least five major urban areas;
- ▶ by fall, 1999, [x] hundred additional after-School learning centers open.

Our strategy for reaching these goals might be to:

- ▶ work with a foundation or consortium of business partners to conduct information campaign to assist urban districts to make effective, innovative use of Title I school wide resources;
- ▶ prepare and disseminate new materials (published and video) that showcase effective urban strategies on choice and accountability;

- ▶ continue series of urban education meetings in Washington, followed by series of regional meetings and setting stage for possible national meeting hosted by President;
- ▶ arrange series of events by President and other principals and the Secretary that highlight effective approaches in urban areas;
- ▶ propose new initiative providing grants to urban districts that develop reform strategies based on principles of accountability, choice and excellence in teaching and principal leadership;
- ▶ conduct intensive effort to bring together teacher colleges, unions, administrators, nonprofit organizations and others to develop effective strategies to raise the caliber of teachers in urban areas.

## ***II. Grassroots Strategy***

Build on contacts developed through budget battles and through the OESE-OERI sponsored meetings to gather support for these efforts, moving beyond DC core group to include key groups around the country.

## ***III. Legislative Strategy***

To a large extent, the new initiatives here requiring legislation are covered under other topic headings (such as America Reads and School construction). However, a campaign to tighten up urban public schools and to regain public trust will also help insure Congress that urban districts can be trusted to make good use of new funds, such as money for reading tutors and School construction.

New or substantially expanded appropriations will be needed [right?] for the after-School learning centers initiative, and maximizing appropriations generally is important..

We should work hard to tie in supporters of innovative, non-voucher strategies to improve urban education, such as Sen. Bingaman and Sen. Jeffords. Other than that, this is largely a bully pulpit strategy.

## ***IV. Public Relations Strategy***

The Administration needs to convey to the public the importance of high expectations for urban schools, the sense that many urban School systems are getting a handle on the management problems that have hampered them, that urban schools are increasing accountability for improving student achievement, and the vital need for

parental and community involvement with those schools. This can be accomplished by events—conferences, School visits, etc., and other efforts that highlight urban success stories while keeping the public's awareness of the serious needs facing urban education high. Schedule speeches, editorial board meetings, etc., to clearly convey (through examples, etc.) how broader initiatives, such as reading, have especially strong benefits for urban areas. Schedule events around items listed under short term and long-term goals.

#### ***V. White House Initiatives/POTUS Events***

There are lots of possibilities here. The President and others can do School visits and other events in communities that exemplify the Administration's commitment to urban public education and that embody promising improvement strategies. For example, the President could visit an innovative professional development center in Cincinnati, or congratulate Houston on just having adopted a system wide choice plan, or attend the opening of an after-School learning center. Strong presidential events on public School choice and addressing failing schools could be especially important.

The President could go to congratulate an urban district that has signed up to take the TIMSS test in 98 or 99, and use it as a lesson in how to bring about improvement. The Vice President could help kick off the new listserv on school wide programs. The First Lady could host the conference on urban teaching.

**TRACKING PLAN  
FOR  
EDUCATION PRIORITIES**

**February 13, 1997**

## SCHOOL CONSTRUCTION

| State of the Union Proposal                                                                                                                           | Current Status                                                                                                                                                                                                                                                                                                         | Internal Action Needed                                                                                                                                                                               | Legislative Process                                                                                                                                                                                                                                                                                                | Deadlines |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <p>"My budget includes a new initiative -- \$5 billion to help communities finance \$20 billion in school construction over the next four years."</p> | <ul style="list-style-type: none"> <li>• Supervision: Sperling NEC Working Group.</li> <li>• DoEd and Treasury have done focus groups with interested parties, but certain critical areas were left vague.</li> <li>• DoEd has drafted legislation and sectional analysis, with several issues outstanding.</li> </ul> | <ul style="list-style-type: none"> <li>• Decision memo to POTUS</li> <li>• Submit legislation to Hill</li> <li>• Launching of initiative</li> <li>• Outreach to mayors, governors, others</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss legislative strategy with Daschle and Gephardt</li> <li>• Sen. Moseley-Braun and Rep. Nita Lowey are (1) interested and (2) proprietary about this program.</li> <li>• Sperling met with Sen. Graham; need to follow up with him: White House-Treasury</li> </ul> |           |

## EDUCATIONAL STANDARDS

| State of the Union Proposal                                                                                                                                                                                                                                                                                                                                                                 | Current Status                                                                                                                                                                                                                                                                                                                                                                                                        | Internal Action Needed                                                                                                                                                                                                                     | Legislative Process                                                                                                                       | Deadlines |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <p>“To help schools meet the standards and measure their progress, we will lead an effort over the next two years to develop national tests of student achievement in reading and math.”</p> <p>“Every state should adopt high national standards, and by 1999, every state should test every 4th grader in reading and every 8th grader in math to make sure these standards are met.”</p> | <ul style="list-style-type: none"> <li>• Supervision: Reed-DPC Process</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Seek commitment from critical mass of states to participate in 1999 test administration.</li> <li>• Gain endorsements from key local constituencies.</li> <li>• Mobilize math/science community to help prepare for meeting 8th grade math standards.</li> </ul> | <ul style="list-style-type: none"> <li>• DoEd works with outside groups to develop tests</li> <li>• White House review DoEd proposal and provide guidance.</li> <li>• Highlight issue with event at Maryland legislature (2/10)</li> </ul> | <ul style="list-style-type: none"> <li>• No legislation required, though consultations with bipartisan leadership appropriate.</li> </ul> |           |

## MASTER TEACHERS

| State of the Union Proposal                                                                    | Current Status                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Internal Action Needed                                                                                                                                              | Legislative Process                                                                                                                                                                                     | Deadlines |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <p>"My budget will enable 100,000 more to seek national certification as master teachers."</p> | <ul style="list-style-type: none"> <li>• Supervision: Reed-DPC Process</li> <li>• ED submitted budget to expand support from the National Board for Professional Teaching Standards (NBPTS).</li> <li>• ED completes work to highlight effective practices to improve teaching.</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Spotlighting NBPTS</li> <li>• Spotlighting effective local practices</li> <li>• Major speech on teacher quality/standards</li> <li>• Challenge states and local districts to use NBPTS standards and certified teachers</li> </ul> | <ul style="list-style-type: none"> <li>• White House review DoEd proposal.</li> <li>• Consider submitting legislation</li> <li>• Launching of initiative</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss legislative strategy with Daschle and Gephardt</li> <li>• ED develops legislative proposal as part of Higher Education Act Reauthorization.</li> </ul> |           |

## AMERICA READS

| State of the Union Proposal                                                                                                                                                                                                                                                                                                                                                                                                                            | Current Status                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Internal Action Needed                                                                                                                                                                                                                              | Legislative Process                                                                                        | Deadlines                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>"That's why we have just launched the America Reads initiative -- to build a citizen army of one million volunteer tutors to make sure every child can read independently by the end of the 3rd grade."</p> <p>"We want at least 100,000 college students to help. And tonight, I am pleased that 60 college presidents have answered my call, pledging that thousands of their work-study students will serve for one year as reading tutors."</p> | <ul style="list-style-type: none"> <li>• Supervision: Reed-Sperling DPC-NEC Working Group. Weekly Meetings.</li> <li>• \$2.5 billion over 5 years in FY 1998 budget</li> <li>• DoEd and the Corporation for National Service are actively recruiting additional universities to participate.</li> <li>• 70 colleges have pledged 13,000 work study one-year commitments and 32,000 other one-year commitments over next five years.</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Highlight local and state reading initiatives</li> <li>• Build broad grassroots coalition for early literacy.</li> <li>• Continue to recruit tutors from higher ed and other sectors</li> </ul> | <ul style="list-style-type: none"> <li>• Develop legislative proposal</li> <li>• Update memos from Rasco at DoEd</li> <li>• Conduct event in DC with seven local participating colleges</li> <li>• Outreach to mayors, governors, others</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss legislative strategy with Daschle and Gephardt</li> </ul> | <ul style="list-style-type: none"> <li>• DC event: February 21</li> <li>• ACE: possible challenge to college presidents -- February 24</li> </ul> |

## EARLY LEARNING

| State of the Union Proposal                                                                                                                                                                                                                                                                    | Current Status                                                                                                                                                                                                                                                                                                                                                                                                                          | Internal Action Needed                                                                                                                                                                                                                                                                                                                   | Legislative Process                                                                                                                                                                                        | Deadlines |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <p>"[The First Lady] and I are going to convene a White House Conference on Early Learning and the Brain this spring, to explore how parents and educators can best use these startling new findings."</p> <p>"[T]his balanced budget expands Head Start to one million children by 2002."</p> | <ul style="list-style-type: none"> <li>• Supervision: Reed-Sperling DPC-NEC Working Group. Weekly Meetings.</li> <li>• FY 1998 budget increases Head Start funding by 55%, from \$2.8 billion in FY 1993 to \$4.3 billion in FY 1998</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Convene White House conference</li> <li>• Coordinate with Rob Reiner initiative and with related outreach</li> </ul> | <ul style="list-style-type: none"> <li>• Select private sector (medical and scientific community) chairs for conference</li> <li>• Begin list of possible participants for conference</li> <li>• Outreach to interest groups, mayors, governors, others for participation</li> <li>• Head Start events at pre-school programs</li> </ul> | <ul style="list-style-type: none"> <li>• No legislative process necessary for conference; discuss Head Start strategy with Daschle and Gephardt</li> <li>• Possibly involve appropriate members</li> </ul> |           |

## PUBLIC SCHOOL CHOICE AND CHARTER SCHOOLS

| State of the Union Proposal                                                                                                                                                                                                                                    | Current Status                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Internal Action Needed                                                                                                                                                                                                                                                                                                                        | Legislative Process                                                                                      | Deadlines |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------|
| <p>"We should also make it possible for more parents and teachers to start charter schools."</p> <p>"Our plan will help America to create 3,000 of these charter schools by the next century -- nearly seven times as there are in the country today. . ."</p> | <ul style="list-style-type: none"> <li>• Supervision: Reed-DPC Process.</li> <li>• \$51 million in FY 1997 budget for charter schools</li> </ul> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Challenge additional states to enact charter schools legislation</li> <li>• Highlight effective charter school laws and effective charter schools</li> <li>• Major speech to clarify POTUS views on charter schools, especially regarding accountability</li> <li>• Release charter schools grants and reports to focus attention</li> </ul> | <ul style="list-style-type: none"> <li>• DoEd and NEC/DPC begin tracking charter school creation</li> <li>• Push for larger funding for charter school grants through budget process</li> <li>• Launching of initiative with principal conducting event at a model charter school</li> <li>• Outreach to mayors, governors, others</li> </ul> | <ul style="list-style-type: none"> <li>• No legislation needed; key action is appropriations.</li> </ul> |           |

## SAFE & DISCIPLINED SCHOOLS

| State of the Union Proposal                                                                                                                                                                                                                                                                                      | Current Status                                                                                                                                                 | Internal Action Needed | Legislative Process                                                                                                                                                                  | Deadlines |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <p>"We must teach our children to be good citizens. And we must continue to promote order and discipline, supporting communities that introduce school uniforms, impose curfews, enforce truancy laws, remove disruptive students from the classroom, and have zero tolerance for guns and drugs in school."</p> | <ul style="list-style-type: none"> <li>• Supervision: Reed DPC Working Group.</li> <li>• \$50 million after-school program in juvenile justice bill</li> </ul> |                        | <ul style="list-style-type: none"> <li>• Discuss legislative strategy with Daschle and Gephardt</li> <li>• Pursue juvenile justice bill in bipartisan leadership meetings</li> </ul> |           |

## OPENING THE DOORS OF COLLEGE

| State of the Union Proposal                                                                                                                                                                                                                                                                                                                                                           | Current Status                                                                                                                                                                                                                                                                                                                                       | Internal Action Needed                                                                                                                                                                                                                                                                                                                                                                                                                 | Legislative Process                                                                                                                                                                                 | Deadlines                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| <p>"I propose America's HOPE Scholarship . . . two years of a \$1,500 tax credit for college tuition, enough to pay for the typical community college. I also propose a tax deduction of up to \$10,000 a year for all tuition after high school; an expanded IRA you can withdraw from tax free for education; and the largest increase in Pell Grant scholarships in 20 years."</p> | <ul style="list-style-type: none"> <li>• Supervision: Reed-Sperling DPC-NEC Working Group. Weekly Meetings.</li> <li>• Tax provisions submitted as part of FY97 budget proposal.</li> <li>• FY98 budget increases Pell Grant scholarships by \$1.7 billion in aid over FY97, and expanded eligibility for at least 348,000 more students.</li> </ul> | <ul style="list-style-type: none"> <li>• Event with POTUS in Georgia after SOTU (2/5)</li> <li>• Develop plan to stress that package helps to save tax-free for college</li> <li>• Develop communications plan for tax proposal (op-ed by Gov. Miller)</li> <li>• Outreach to all education groups (teachers, student organizations, universities, parents groups)</li> <li>• Possible list of college presidents endorsing</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss legislative strategy with Daschle and Gephardt</li> <li>• Begin Hill campaign of tax cut for students and families vs. tax cut for rich</li> </ul> | <ul style="list-style-type: none"> <li>• ACE speech</li> </ul> |

## LIFELONG LEARNING

| State of the Union Proposal                                                                                                                                                                                                                                                                      | Current Status                                                                                                                                                | Internal Action Needed                                                                                                                                                                                                                                    | Legislative Process                                                                                        | Deadlines |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------|
| <p>"My G.I. Bill for America's Workers will transform the confusing tangle of federal training programs into a simple skill grant to go directly into eligible workers' hands. For too long, this bill has been sitting on that desk there without action -<br/>- I ask you to pass it now."</p> | <ul style="list-style-type: none"> <li>• Supervision: Working Group considering how to best propose legislation and relation to HOPE Scholarships.</li> </ul> | <ul style="list-style-type: none"> <li>• Decision memo to POTUS</li> <li>• Launching of initiative through principal and cabinet events; create reinvention focus for VPOTUS</li> <li>• Outreach to labor, business, mayors, governors, others</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss legislative strategy with Daschle and Gephardt</li> </ul> |           |

## INTERNET: CONNECTING CLASSROOMS

| State of the Union Proposal                                                                                                                                                                                                                                                                                                         | Current Status                                                                                                                                                                                                                                                                                                                                                                                                                                             | Internal Action Needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Legislative Process                                                                                                                                    | Deadlines                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>"Last year, I challenged America to connect every classroom and library to the Internet by the year 2000, so that, for the first time in our history, children in the most isolated rural towns, the most comfortable suburbs, the poorest inner city schools, will have the same access to the same universe of knowledge."</p> | <ul style="list-style-type: none"> <li>• Supervision: Meetings held on an as-needed basis between White House (NEC, DPC, OSTP, OVP) and DoEd.</li> <li>• First year of appropriations for Technology Literacy Challenge Fund is approved by Congress: \$200 million approp of \$2 billion total.</li> <li>• DoEd is in the process of making awards.</li> <li>• Net Days held in more than 40 states. Half of California schools now connected.</li> </ul> | <ul style="list-style-type: none"> <li>• Increase staff at DoEd working on educational technology.</li> <li>• Broaden and deepen support for NetDay with business, labor, educators, state Departments of Education, elected officials, celebrities, and volunteers.</li> <li>• DC NetDay with First Lady or other high-level White House participation.</li> <li>• POTUS and VPOTUS joint radio address (2/9)</li> <li>• Rollout strategy on FY97 educational technology grants</li> </ul> | <ul style="list-style-type: none"> <li>• Build support for \$500 million Presidential request on educational technology, and on FCC action.</li> </ul> | <ul style="list-style-type: none"> <li>• March 5-6: CEO Forum in DC -- wants to meet with POTUS or VPOTUS. This group is developing metrics for evaluating national progress towards the President's goals.</li> <li>• April 19: NetDay.</li> <li>• May. Final action by FCC on \$2.25 billion on discounts for schools and libraries.</li> </ul> |

## INTERNET: CONNECTING CLASSROOMS (continued)

| State of the Union Proposal | Current Status                                                                                                                                                                                      | Internal Action Needed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Legislative Process | Deadlines |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------|
|                             | <ul style="list-style-type: none"> <li>Two CEO groups have formed to meet President's challenge: Corporate Commission on Educational Technology and CEO Forum on Educational Technology.</li> </ul> | <ul style="list-style-type: none"> <li>Work with FCC on discounts for schools and libraries under 1996 Telecom Act (Note: some telecom companies have concerns with draft proposal, and could challenge it in courts.)</li> <li>POTUS or VPOTUS meetings with CEO groups, continue to identify possible initiatives that industry could support</li> <li>Develop initiatives in teacher training and content, possibly linked to "America Reads," and "first in the world in math and science."</li> <li>Release PCAST (President's Council of Advisers on Science and Technology) report on ed-tech. Will recommend increasing funding for ed-tech R&amp;D.</li> </ul> |                     |           |